Curriculum Progression Geography

Whole school curriculum intent:

At Bisley Blue Coat C of E Primary School, **all curriculum decisions are driven by our Christian vision: *Love, Learn, Live as One*.**
This vision shapes the culture of our school, the design of our curriculum and the daily experiences of every child.
This integral vision and a set of core values; ***community, love, respect and trust*,** are at the heart of all learning at our school.

Love - We aim to develop an education that enables every child to feel known, valued and loved.

Our curriculum is designed to:
Encourage children to persevere when faced with challenge, taking pride in their efforts and achievements.
Provide rich, memorable learning experiences that build cultural capital and expand children's understanding of the wider world.
Equip pupils with the language, knowledge and character to become responsible, respectful and thoughtful citizens.

***Learn - We are committed to enabling every child to flourish academically, personally and spiritually*.**

Our curriculum is designed to:
Statutory EYFS Framework expectations form a secure foundation for early learning, with a strong emphasis on communication, language, early reading, physical development and personal, social and emotional growth.
The National Curriculum provides the minimum entitlement for all pupils, enriched through meaningful, purposeful learning that links subjects together where appropriate.
Children develop resilience, independence and high aspirations for their futures.
Learning is ambitious, inclusive and adapted so that every child — including those with SEND — can succeed.

Live as One – We recognise our responsibility to help children understand and value the world and people around them.

Our curriculum is designed to:
Encourages children to see one another as unique individuals, each deserving of dignity, kindness and fairness.
Celebrate the diversity of God's world, promoting understanding, appreciation and respect for different backgrounds, cultures, beliefs and identities.
Teach and model how to live well together, how to disagree well, and how to build relationships that enable everyone to flourish.

Strengthens children's sense of belonging to both the local community and the wider world.
Promotes the core Christian values of Community, Love, Respect and Trust in every subject and every interaction.

Our Curriculum Intent in Practice

We understand that curriculum intent is not simply a statement of vision — it is the complete set of decisions and structures leading to high-quality delivery in the classroom.

Geography Curriculum Intent

To increase pupils' knowledge and understanding of the world and the people, places and environments within it and the interaction between them.

Subject Intent:

To increase pupils' prospects by: Enabling them to effectively think like a geographer and gain age appropriate knowledge, skills and understanding of Geography.
Love, Learn, Live as One
• To develop critical thinking about the world around them and equip them to make their own way in it. • To be confident to act as agents of change, taking responsibilities for a future world that will one day be in their hands. • To be excited and curious about the world around them. • To gain geographic knowledge about the location of places within our world. • To develop knowledge of human and physical features of the world and understand the processes that affect them. • To understand how geographical knowledge can contribute to caring for and preserving the environment. • To use their geographical knowledge to understand the importance of a sustainable future. • To develop an understanding of the weather and climate within our world. • To develop their geographical skills for reading and understanding a map. • To work practically through fieldwork studies. • To use locational language and express views about the world around us.

Subject Implementation - Curriculum Overview

Rationale for the Geography Rolling Programme

At Bisley Blue Coat C of E Primary School, Geography is taught through a carefully planned curriculum that ensures full coverage of both the statutory Early Years Foundation Stage Framework and the National Curriculum. The curriculum is designed to meet the needs of our mixed-age classes whilst ensuring clear progression in geographical knowledge, skills and vocabulary for all pupils. Reception pupils follow the EYFS Framework, whilst pupils in Years 1–6 follow a carefully sequenced rolling programme which delivers the full National Curriculum for Geography.

Our geography curriculum is rooted in our Christian vision of Love, Learn, Live as One. Through the study of people, places and environments, children develop a deeper understanding of God's world and their responsibility within it. The curriculum promotes our core values of Community, Love, Respect and Trust, helping pupils to understand both their local community and their place within the wider world.

Building Knowledge and Skills Over Time

Fieldwork and mapwork are woven throughout the programme to ensure that pupils develop as geographers who can collect, interpret and present geographical information confidently. Knowledge of the local area is used as a starting point for learning before pupils expand their understanding to the United Kingdom, Europe and the wider world.

The curriculum has been designed as a spiral model, enabling children to revisit and build upon previously taught knowledge and skills. As pupils move through the school, they develop greater confidence in geographical enquiry, map-reading, data collection and analysis, allowing them to think increasingly like geographers.

Curriculum Continuity

The structure of the rolling programme also reflects the school's current context. Units already studied by pupils have been strategically placed within later cycles to prevent unnecessary repetition and ensure continuity of learning. This enables all pupils to build on prior knowledge whilst continuing to receive a broad and balanced geography education.

Intended Impact

Through this carefully sequenced curriculum, pupils leave Bisley Blue Coat C of E Primary School with a secure understanding of the world around them, a curiosity about different places and cultures, and the knowledge, skills and values needed to become responsible global citizens and positive stewards of God's world. They are equipped to understand how places are connected, how environments change, and how individuals can contribute positively to their communities and the wider world.

Early Years Foundation Stage

Reception pupils do not follow the geography rolling programme. Instead, they access the Early Years Foundation Stage Framework, which provides a distinct curriculum designed specifically for young children. Through the areas of learning, particularly *Understanding the World*, children begin to develop their awareness of their immediate environment, their community and the wider world. They explore similarities and differences between places, people, cultures and environments through first-hand experiences, stories, discussion and play-based learning.

As the Early Years curriculum has its own statutory framework, developmental expectations and pedagogical approaches, it is taught separately from the National Curriculum geography curriculum. This allows children to develop secure foundations in communication, language, observation, enquiry and understanding of the world that will prepare them for the more structured geography curriculum they begin in Key Stage 1. For this reason, Reception does not form part of the rolling programme and follows its own carefully planned sequence of learning throughout the year.

EYFS	Autumn Term	Spring Term	Summer Term
	Out and About	**Let's Find Out**	**A place Called Home**
	Maps Globe and Atlas shows places	Maps Globe and Atlas shows places Where do we live on a world map	Maps Globe and Atlas shows places Where do we live on a world map?

Key Stage 1

In Class 1, pupils in Years 1 and 2 follow a two-year rolling programme. This approach enables younger children to build secure foundations in locational knowledge, place knowledge and geographical skills before revisiting and extending their understanding through comparative studies and wider world geography. The sequence has been designed to ensure that all pupils study every National Curriculum unit whilst avoiding unnecessary repetition during their time in Key Stage 1.
The organisation of the programme allows children to develop an increasingly sophisticated understanding of places and environments. Learning begins with the local area and the United Kingdom before broadening out to include continents, oceans and comparisons between different places around the world. This ensures that pupils establish strong geographical foundations upon which later learning can be built.

KS1			
Class 1	**Autumn Term**	**Spring Term**	**Summer Term**
Cycle A	**Where I Live**	**Whatever the Weather**	**Oceans and Seas**
	Maps England	Maps England, Wales, Scotland	Maps UK countries, seas, oceans, continents
Cycle B	**UK**	**Continents**	**Gloucester and Lagos**
	Maps UK 4 countries, capital cities, sea	Maps 7 continents	Maps UK 4 countries, continents

Key Stage 2

In Class 2, pupils in Years 3 to 6 follow a four-year rolling programme. The sequence has been deliberately designed to provide a balance of human and physical geography, geographical enquiry and fieldwork. Children progressively deepen their understanding of settlements, physical processes, environmental issues, global connections and sustainability. The four-year cycle ensures that pupils encounter increasingly complex geographical concepts as they move through Key Stage 2 whilst receiving their full curriculum entitlement within a mixed-age structure.
The sequence of units has been carefully planned to maximise both substantive and disciplinary knowledge development. Physical geography units such as Mountains, Volcanoes and Earthquakes, Water, Weather and Climate, Rivers and Biomes develop children's understanding of natural processes and environmental systems. Human geography units such as Migration, Population, Globalisation, Slums and Villages, Towns and Cities enable pupils to explore how people interact with places and environments at local, national and global scales.

KS2			
Class 2	**Autumn Term**	**Spring Term**	**Summer Term**
Cycle A	**Slums**	**Mountains, Volcanoes, Earthquakes**	**Water, Weather, Climate**
	Maps Continents, oceans, UK countries and capital cities Europe	Maps UK countries, capital cities, seas Continents, oceans, equator, tropic of cancer, tropic of Capricorn	Maps UK 4 countries, capital cities, seas Continents, oceans. Europe – France, Spain, Portugal, Italy, Germany
Cycle B	**Local fieldwork**	**Migration**	**Natural Resources, Energy, Sustainability**
	Maps Continents, oceans, UK countries and cities, Europe	Maps Europe to include Russia, UK, continents, oceans	Maps North/South America, Europe UK, continents. Oceans, seas,
Cycle C	**Population**	**Globalisation**	**Rivers**
	Maps Europe, equator, tropic of cancer, tropic of Capricorn, Arctic, Antarctic circle, time zones, UK, seas, oceans Continents,	Maps Europe, equator, tropic of cancer, tropic of Capricorn, Arctic, Antarctic circle, time zones, UK countries, capital cities, seas Continents,	Maps UK, continents. Oceans, seas, Europe
Cycle D	**Villages, Towns, Cities**	**Biomes**	**Europe**
	Maps UK 4 countries, capital cities, seas Continents, oceans.	Maps North America, Europe UK, continents. Oceans, seas,	Maps Europe include Russia UK, continents. Oceans, seas.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Knowledge ←					→	
Locational Knowledge	**The World** Talk about the features of their own immediate environment and recognise some environments are different. Recognise some similarities and differences between life in this country and life in other countries.	Know the names of the continents of the world and locate them on a map. Know where they live/ village and city and tell someone my address. Locate some places in England on a map. Locate hot and cold areas of the world in relation to the equator and the North and South Poles and explain how the weather affects these areas.	Know the names of the four countries in the United Kingdom and locate them on a map. Talk about some of the characteristics of each one. Know the names of the three main seas that surround the United Kingdom. Name the capital cities of England, Wales, Scotland and Northern Ireland. Know the names of the world's oceans and locate them on a map Locate the Equator and the North and South Poles Locate some places in England on a map.	Know the names of at least three European countries. Know at least six cities in the UK on a map. Locate the Tropic of Cancer and the Tropic of Capricorn. Know about, locate and name some of the world's most famous volcanoes. Know whether a country is located in the Southern or Northern hemisphere and name some.	Name and locate at least 6 countries and cities within Europe. Locate Russia on a map. Name and locate regions of UK and topographical features of them. Name and locate some of the main islands that surround the United Kingdom. Know how to plan a journey from my town/city to another place in England. Know whether a country is located in the Southern or Northern hemisphere and name some.	Name and locate a range of countries and capital cities in Europe. Name and locate countries in North and South America. Name and locate many of the world's physical characteristics, e.g, tundra, taiga, rainforest, desert, grassland savanna) Locate the lines of latitude - Tropic of Cancer, Tropic of Capricorn and Arctic Circle, Antarctic Circle. L Prime meridian (Greenwich meridian mean time) Name the largest deserts in the world and locate desert regions in an atlas.	Know how time zones work and calculate time differences around the world. Name and locate countries in North and South America and talk about their environmental regions, key human and physical features. Talk about the significance of lines of longitude and latitude. Know whether a country is located in the Southern or Northern hemisphere and name some.

					To know what lines of longitude and latitude are.	Locate position of time zones within the Americas. Know whether a country is located in the Southern or Northern hemisphere and name some.	
Place Knowledge	Ask questions about the place where they live or the world. Recognise similarities and differences between life in this country and life in other countries.	Talk about some of the main features that are in hot and cold places Talk about hot and cold places of the world and explain how the weather affects these and which clothes are suitable. Identify the similarities and differences between the local environment and one other place Talk about changes to the school grounds.	Make connections between the 4 countries of the UK, (e.g. location, scale, environment- physical and human) Describe what I like and do not like about a place that is different to the one I live in. Describe a place outside Europe using geographical words. Know the key features of a place from a picture using words like beach, coast, forest, mountain, ocean, valley and how some physical and human features affect or impact a place.	Compare and contrast physical and human features of different settlement types. Identify the scale and distribution of people in some places around the world recognising changes to population and environments. Talk about changes to the immediate local area. Talk about the settlement patterns of a place. Use an atlas to talk about the environment and scale of a place.	Understand and describe similarities and differences of physical features in the UK, Europe and South America and the positive and negative impacts they have. Understand similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe. Understand the natural or human events, elements and actions occurring in a place	Compare and contrast a range of biomes around the world – European and world wide. Suggest and evaluate reasons for geographical similarities and differences between locations (Rio de Janeiro/Mumbai-slums) Describe similarities and differences of physical and human features in depth relating to sustainability in a European and Non-European place. Use an atlas to talk about the environment and scale of a place.	Compare and contrast how areas of the world have capitalised on their physical or human features Make links between people, places and their environments and the processes that lead to change, e.g. through trade. Identify the scale and distribution of a wide range of places around the world recognising changes to population and environments. Describe similarities and differences of physical and human features in depth in relation to land use and population of a place.

			Describe and compare the physical similarities / differences between an area in the UK and one of a contrasting non-European country making links between people and their environment		that cause change or can change other places Talk about the cultural composition of society of a place. Use an atlas to talk about the environment and scale of a place.	Describe and compare environmental regions in America	Understand there are different time zones around the world. Use an atlas to talk about the environment and scale of a place.
Human and Physical	Talk about features of their own environment. Talk about similarities and differences in relation to the human and physical features of a place. Talk about different types of weather.	Use geographical vocabulary for features in the local area and neighbouring areas. To include - city, village, town, factory, farm, shop, hill, house, river) Know some of the features of an island Name the seasons. Talk about seasonal and daily weather patterns and use key	Describe and compare human and physical features seen in the local environment and other places of the world Know how jobs may be different in different locations. Use geographical vocabulary for features in the local area and wider world, to include - planet, continent, ocean, earth, beach, cliff,	Understand features of villages, towns and cities and appreciate the differences between settlements and land uses. Know why people may choose to live in one place rather than another. Understand why human features may attract people to live in cities. Talk about key physical features of the world: e.g. climate, mountains,	Describe how physical activity has impacted and / or changed the physical and human characteristics of a place. Talk about significant human and physical features in Europe and regions studied. Understand and explain how rivers can impact and change the physical and human	Identify describe and compare the human and physical features of the continents, countries and regions studied. Make links between the environment, people and economy in relation to sustainability. Describe how human activity has impacted upon and/or changed the physical and human characteristics of the world biomes and vegetation, for example, deforestation.	Explain how climate zones, and vegetation belts affect the physical and human features of a place of the world Describe the environmental regions, key human and physical characteristics, coun tries and major cities of Europe, North and South America. Understand the key aspects of trade links and economic activity. Talk about globally significant human and

	Develop an understanding to changes in seasons to the natural world/weather changes.	vocabulary (season, weather) Describe in simple terms how wind or water has affected the geography of a place Keep a weather chart. Locate and talk about the hot and cold places in the world.	coast, valley, soil, sea, vegetation Talk about the climate in a non-European country. Make links between climate and physical features.	volcanoes and earthquakes. Sequence and explain the features of a physical weather process such as the water cycle	geography of a location Describe and explain how climate change can affect migration.	Identify, explain and compare the economic activity, land use and distribution of natural resources in the world (focus on Chile and UK) Describe how weather and climate affects land use for food production. Describe how the climate is linked to the distribution of natural resources.	physical features in detail, to include places in the news.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geographical Skills and Field Work	Use simple maps, images and aerial photos. Follow a map around the school/local area. Begin to recognise some human and physical features on a map. Use simple locational language including in front, behind, next to, far away, near to Describe features of the school environment using first	Locate UK and continents on a world map, globe and atlas. Begin to locate some countries on a UK map. Name, describe and group features of the school environment and local area from first hand observation, responding to simple questions. Use simple locational language including near and far, left to right, to describe the location of geographical features and routes on a map. Begin to use North, South, East and West. Collect data during fieldwork, such as the position of key human and physical features. Collect data about the weather during fieldwork.	Locate UK and its countries and continents and seas on a world map, globe and atlas. Know the four main directions on a compass are North, South, East and West and use them to describe the location of geographical features and routes on a map Use the directional language: near; far; left; right to explain where a location is Draw simple maps or plans using symbols for a key. Identify and describe geographical human and physical features of places studied using an aerial photograph. Collect and organise simple data from first and second hand sources including	Locate countries of the UK and some in Europe on world maps, atlases and globes. Begin to identify cities of Europe on a world map. Use digital maps to begin to locate geographical features studied. Use the eight points of a compass to describe the location of a country or geographical feature Talk about observations of human and physical features in the local area and beyond responding to a range of geographical questions, to include volcanoes and earthquakes Plot a route on a map or globe from one place to another, identifying	Locate countries in Europe and some capital cities on world maps, atlases, digital maps and globes. Locate and name geographical features studied on a range of maps. Begin to identify countries within South America. Know that 4 figure grid references can be used to identify locations and begin to use them. Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed Propose geographical questions, collecting and recording specific evidence to answer them	Use a wide range of maps, including OS maps at varying scale, atlases, globes digital mapping to locate countries and cities of Europe, North and South America. Use four figure grid references to locate features on an Ordnance Survey map or world map Complete and interpret the data from tables and line graphs Choose the best method of recording observations and measurements including sketch maps, digital technologies Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a	Confidently use a wide range of maps, including OS maps at varying scale, atlases, globes digital mapping to locate countries and cities of Europe and North and South America. Describe and explain geographical processes observed including taking accurate measurements and representing these in texts, graphs and spreadsheets Plot a route on a map, globe or satellite image suggesting the fastest route from one place to another and the most effective mode of transport Use six figure grid references to identify and describe locations Use keys on a map Carefully use and select images for a purpose, eg, as evidence. Analyse and present more complex data, from sources:

	hand experience. Talk about things they have observed in the school grounds, e.g, count natural and found objects.	Follow a map around the school/local area. Draw a simple picture map with a made-up key (e.g of an imaginary place from a story), labelling particular features. Recognise simple and human physical features of the local area on an aerial photograph or simple map showing an awareness that objects look different from above.	fieldwork guided by teacher. Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions	countries or significant landmarks that are passed Begin to understand the use of scale on a map. Draw sketch maps and plans using agreed symbols for a key. Engage in guided enquiries and suggest own questions.	Offer reasons for their own views and recognise that other people may hold different views. Draw sketch map and plans using standardised symbols and a key Begin to draw maps to scale. Use scale to estimate distances between places Engage in guided enquiries and suggest own questions. Analyse data which they have collected from first hand observations and experiences, identifying any patterns. Provide reasons for their observations, views and judgements	place or geographical issue Compare land use and geographical features on different types of maps Produce own scaled maps Explain what physical and human processes may have occurred in a place by studying an aerial image of it. Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. Begin to complete enquiries based on own suggested questions. Evaluate and conclude.	Carry out investigations using geographical questions, skills and resources Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps including digital / computer mapping Use the web and satellite mapping tools to find out and present geographical information about a place. Complete own enquiries based on own suggested questions. Evaluate and conclude.

					regarding places and environments		
Environmental	Show care and concern for the environment. Ask and respond to questions about the environment	Know what I like and do not like about a place. Describe how litter or the number of cars affects the environment Ask and respond to questions about place / environment	Know what I like and do not like about a place that is different to the one I live in. Suggest ways of improving the environment. Use information and observations to recognising how people affect the environment.	Identify how people both damage and improve the environment. Talk about the impact on the environment in areas that have volcanoes and earthquakes.	Identify how people both damage and improve the environment. Talk about the environmental impact of rivers on a place.	Explain the effect of climate change on the environment and suggest ways to improve it Explain how people try to sustain environments Express views on ways to improve the planet.	Evaluate the effectiveness and the impact of environmental schemes in place to sustain or improve the environment Recognise the different values and attitudes, including their own and explain why people have these views. Recognise they result in different approaches to environmental interaction and change.